

Development Trends of Multicultural Education for the Sustainable Development Goals (SDGs): Bibliometric Analysis of the Scopus Database (2010-2024)

*Muhammad Abdur Rozaq¹, Toni Ardi Rafsanjani², Lutfiyani³, Deki Wibowo⁴,
Septina Rahmawati⁵, Devy Aufia Abshor⁶, Muhammad Maga Sule⁷*

^{1,2}Faculty of Health Sciences, Universitas Muhammadiyah Kudus, Indonesia

³Department of Primary School Teacher Education, STAI-YAPTIP (Sekolah Tinggi Agama Islam-Yayasan Perguruan Tinggi Islam Pasaman), Sumatera Barat, Indonesia

^{4,5,6}Faculty of Economics, Education, and Law, Universitas Muhammadiyah Kudus, Indonesia

⁷Department of Islamic Studies, Usmanu Danfodiyo University, Sokoto, Nigeria

¹abdurrozaq@umkudus.ac.id, ²toniardi@umkudus.ac.id,

³lutfiyani.jogja87@staiyaptip.ac.id, ⁴dekiwibowo@umkudus.ac.id,

⁵septinarahmawati@umkudus.ac.id, ⁶devyaufia@umkudus.ac.id,

⁷mohammed.maga@yahoo.com

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Abstract

Objective: This study aims to analyze the research trends in multicultural education indexed in the Scopus database (2010–2024) using a bibliometric approach. The research specifically addresses gaps in the systematic mapping of global research patterns, thematic and geographical distribution, and international collaboration in multicultural education literature. **Theoretical framework:** The theoretical framework of this study is grounded in critical multicultural education theory, which emphasizes inclusivity, equity, and cultural responsiveness in educational systems. By linking this framework to the Sustainable Development Goals (SDGs)—particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities)—this research underscores the role of multicultural education in achieving global sustainability objectives. **Literature Review:** A review of existing literature highlights extensive qualitative discussions but reveals a lack of quantitative bibliometric analysis in mapping research developments in this field. **Methods:** This study employs bibliometric analysis to examine annual publication trends, emerging themes, patterns of international collaboration, and geographical distribution. The research identifies leading authors, influential institutions, and key journals that contribute to the advancement of multicultural education literature. **Results:** The findings indicate a significant increase in research publications over the past decade, with growing international collaboration among scholars. However, disparities remain in the geographical distribution of research, with certain regions being underrepresented. Additionally, key themes such as intercultural dialogue, curriculum development, and inclusive pedagogy have gained prominence, reflecting the evolving academic discourse in

multicultural education. **Implications:** This study has practical and theoretical implications. Theoretically, it enriches the literature by providing empirical data on global research trends. Practically, it offers strategic insights for policymakers, educators, and researchers in formulating effective policies and pedagogical strategies that integrate multicultural values into education. **Novelty:** The novelty of this research lies in its systematic bibliometric analysis, which provides a comprehensive mapping of multicultural education scholarship about the SDGs. This study serves as a foundational reference for future research and policy development aimed at building a more just, peaceful, and inclusive global society.

Keywords: multicultural education trends, sustainable development goals (SDGs), bibliometric analysis, scopus database, educational development.

INTRODUCTION

In the era of globalization, multicultural education has become an important issue in various parts of the world. Multicultural education not only aims to address discrimination, but also to create a more inclusive society by respecting cultural, religious, and ethnic diversity [1]. This trend reflects the need to educate a generation that can understand, respect, and collaborate in the context of an increasingly pluralistic society [2]. In the academic literature, the development of research related to multicultural education has increased significantly in the past decade, in line with the increasingly complex social challenges faced by the global community [3], [4]. The bibliometric analysis of this study can provide a clearer picture of the dynamics and trend patterns that are developing in this field.

Although much research has been done on multicultural education, several gaps require further study. One of the main problems is the lack of comprehensive mapping that analyzes research trends globally, especially in a certain time frame [5], [6]. In this context, the Scopus database as one of the largest academic indices offers rich data to identify publication patterns, collaborations between researchers, dominant themes, and areas that are still unreachable [7]. However, the use of Scopus to conduct specific bibliometric analysis of multicultural education is still limited. Therefore, this study aims to fill the gap by providing a structured and data-driven analysis [8].

The main purpose of this study is to analyze the development of multicultural education research trends in the Scopus database during the period 2010 to 2024. The study focuses on several key aspects, such as the number of publications per year, the country of origin of the research, the most productive institutions, international collaborations, and the most frequently used topics or keywords. With this approach, it is hoped that this research can provide a deeper insight into the direction of the development of multicultural education in the global academic arena. In addition, this study also aims to identify potential opportunities and challenges faced in research in this field [9], [10].

Although this study does not have an explicit hypothesis, the basic assumption is that the trend of multicultural education research will show an increase in the number of publications and diversification of themes, in line with the increasing global awareness of diversity issues. In addition, it is assumed that developed countries, which have better research infrastructure, will dominate the contribution in this research. This hypothesis will be tested through comprehensive bibliometric data analysis [11].

The importance of this research cannot be overstated. By understanding multicultural education research trends, academics, policymakers, and education practitioners can identify areas that need greater attention [12]. In addition, the results of this analysis can help improve cross-disciplinary and cross-country collaboration

in future research. With a data-based approach, this research is also expected to make a significant contribution to academic literature in the field of multicultural education, especially in understanding how diversity issues are explored in various cultural and geographical contexts [13], [14].

Overall, this research aims to make a meaningful contribution to understanding the multicultural education research landscape, while fostering a broader dialogue on the importance of diversity and inclusion in education. Thus, this research is expected to be a reference for future studies in this field [15], [16].

The Importance and Novelty of the Study. Multicultural education has become an essential pillar in fostering inclusive, equitable, and quality education, aligning with the objectives of the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 10 (Reduced Inequalities). In an era of increasing globalization and cultural interconnectivity, ensuring that education systems accommodate diverse perspectives is crucial in promoting social harmony, mutual understanding, and sustainable development. By analyzing the development trends of multicultural education through bibliometric analysis of the Scopus database from 2010 to 2024, this study provides valuable insights into the evolution of this field, identifying key themes, influential authors, and research gaps [13], [14].

The novelty of this research lies in its systematic and data-driven approach to mapping the progression of multicultural education scholarship over the past decade and a half. While existing literature explores the theoretical and practical aspects of multicultural education, few studies comprehensively analyze its trajectory within the framework of SDGs using bibliometric methods. This study employs a quantitative assessment of global academic contributions, highlighting the dominant research clusters, emerging trends, and geographical distribution of studies. By doing so, it uncovers the extent to which multicultural education aligns with global sustainability goals and identifies areas that require further exploration [13], [14].

Moreover, this research contributes to policymaking and curriculum development by offering evidence-based recommendations on how multicultural education can be further integrated into educational systems to support the SDGs. The findings can guide educators, researchers, and policymakers in shaping more inclusive pedagogical strategies that cater to diverse student populations. Additionally, the bibliometric approach provides a replicable framework for future studies seeking to assess the progress of other education-related disciplines about sustainability objectives [15], [16].

By shedding light on the evolving landscape of multicultural education research, this study underscores its critical role in shaping a more just and inclusive world, ultimately reinforcing the transformative power of education in achieving long-term sustainable development.

LITERATURE REVIEW

Table 1. Literature Review on Development Trends of Multicultural Education for the Sustainable Development Goals (SDGs)

Author(s) & Year	Title	Key Findings	Relevance to SDGs	Research Gap
Banks (2015)	<i>Multicultural Education: Characteristics and Goals</i>	Defines multicultural education and its role in fostering inclusivity and equity in education.	Aligns with SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).	Lacks quantitative analysis of global trends in multicultural education research.
Nieto & Bode (2018)	<i>Affirming Diversity: The Sociopolitical Context of</i>	Highlights the role of multicultural education in	Supports SDG 4 by advocating for inclusive	Limited focus on bibliometric

	<i>Multicultural Education</i>	reducing discrimination and fostering equity.	curriculum reforms.	trends and SDG framework.
Banks & McGee (2020)	<i>Global Perspectives on Multicultural Education</i>	Emphasizes the need for culturally responsive pedagogy in globalized education systems.	Strengthens SDG 4 by promoting equal learning opportunities.	Does not analyze bibliometric trends in multicultural education.
Gorski (2021)	<i>Re-examining Multicultural Education in the 21st Century</i>	Critiques superficial approaches to multicultural education and calls for deeper structural change.	Addresses SDG 10 by advocating for systemic policy reforms in education.	Focuses on qualitative aspects rather than empirical bibliometric data.
UNESCO (2022)	<i>Education for Sustainable Development Goals</i>	Identifies education as a key driver for achieving SDGs, including promoting diversity and inclusion.	Directly linked to SDG 4, SDG 5 (Gender Equality), and SDG 10.	Does not specifically focus on multicultural education as a research trend.
Recent Bibliometric Studies (2023-2024)	Various studies analyzing trends in education research using Scopus/WoS data.	Uses bibliometric tools to map scholarly progress in education-related fields.	Applies bibliometric analysis to assess SDG-related research.	Lacks a specific focus on multicultural education in relation to SDGs.

METHODOLOGY

This study uses bibliometric analysis to analyze research on multicultural education. The researchers searched Scopus pages from 2010 to 2024 using the Boolean search engine to collect data. Then, they used R and R Studio, Vosviewer, and Microsoft Excel to analyze citations, document content, and networks [\[17\]](#).

This research has three stages. In the first stage, the researchers conducted a literature review to determine relevant research and appropriate keywords. In the second stage, they used the boolean operator TITLE-ABS-KEY to search Scopus, resulting in 10712 documents. They then filtered the results only to include publications in English and excluded articles in the press and publications by 2024, resulting in 5575 final documents [\[18\]](#).

In the third stage, the researchers analyzed the final document search using R Studio to determine the number of documents per year by journal, author, affiliation, country, and subject/field. They also used Vosviewer and Microsoft Excel to analyze co-authorship, events, and bibliometric coupling to map the development of research on multicultural education trends from 2010 to 2024 [\[19\]](#).

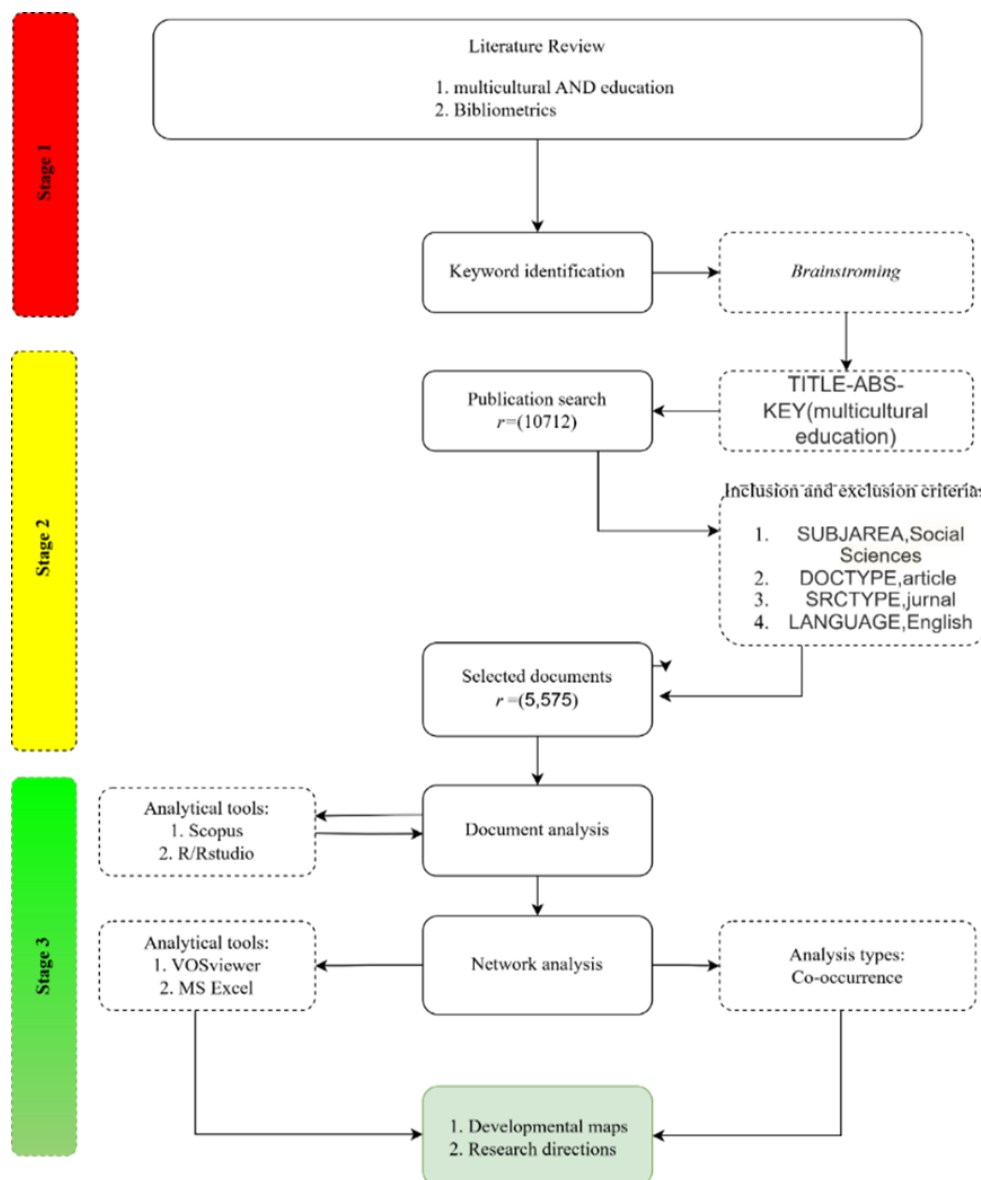


Figure 1: Detailed Research Stages And Procedures For Dataset Preparation

RESULTS AND DISCUSSION

Figure 1. Explaining The flowchart shows three main stages in the bibliometric analysis of multicultural education. The first stage involves keyword identification and publication search with 10,712 initial results [20], [21]. The second stage screens documents to 5,575 according to the inclusion criteria. The third stage analyzes the document using tools such as Scopus, VOSviewer, and MS Excel to generate a map of the development and direction of the research.

Figure 2. The horizontal chart above shows annual data from 2010 to 2024, with values varying between 7 to 17. There was a significant increase in 2023 with the highest score of 17 [22]. Previous years have shown fluctuations, but in general, the trend tends to increase. Other peaks occurred in 2020, 2021, and 2014 with values close to 15-16, **Figure 10.** also provides data that, the theme graph shows the distribution based on degree of relevance (centrality) and development (density) [23], [24]. The theme "Human, Humans, Education" in the Motor Themes quadrant reflects an established and rapidly growing theme. "Language, Psychology, Student" in Basic Themes indicates basic and relevant topics. Themes like "Social Justice" in Niche

Themes focus on specific issues with narrower relevance. The Emerging/Declining quadrant indicates less developed topics, such as "Russian Federation" and "Biomedical Research", reflecting areas that need further exploration.

Most influential authors, affiliates, and countries

Figure 3. Explains that the horizontal chart above displays individual contributions based on the number of values that range from 1 to 2. A total of 10 individuals, including Burg, M.A., Jatuporn, O., and Kozlov, A.V., had the highest score of 2, indicating a balanced and significant contribution among the groups. Meanwhile, four other individuals, such as Abd Elkader, N., Abduh, A., Abdullah, A., and Abdullah, F., had a score of 1, showing a smaller contribution than the first group. Overall, this graph reflects the dominance of the group with the highest contribution compared to the others [25], [26].

Figure 4. The graph shows that Kazan Federal University has the largest contribution with 5 publications, followed by Brigham Young, Western Sydney, and Universidad de... each with 3 publications. Other institutions, such as Chiang Mai and Bar-Ilan, showed similar contributions of 2 publications. This data reflects a fairly even distribution of academic contributions at the institutional level [27], [28].

Figure 5. The United States dominates in research contributions with 58 publications, far surpassing other countries such as the Russian Federation (15) and Spain (9). Countries such as the United Kingdom, Norway, and China have minimal contributions, between 4 and 7 publications each. This data highlights the significant role of the United States in global research. Figure 8. It reinforces that the majority of correspondence authors' publications come from the USA with the highest document contribution through a single country publication (SCP). Indonesia and Canada are in second and third positions. Country-to-country collaboration (MCP) is seen to be limited, prominent in some countries such as Germany and Belgium, showing that the potential for cross-country cooperation can still be improved [29].

Figure 9. Based on Bradford's law, the graph identifies the core sources with the most article contributions, such as Clinical Neuropsychologists and the Mediterranean Journal of Language and Education. Core sources produce the majority of articles while lower-ranking sources contribute less. This pattern reflects the concentration of knowledge in a few specific journals that are the main references.

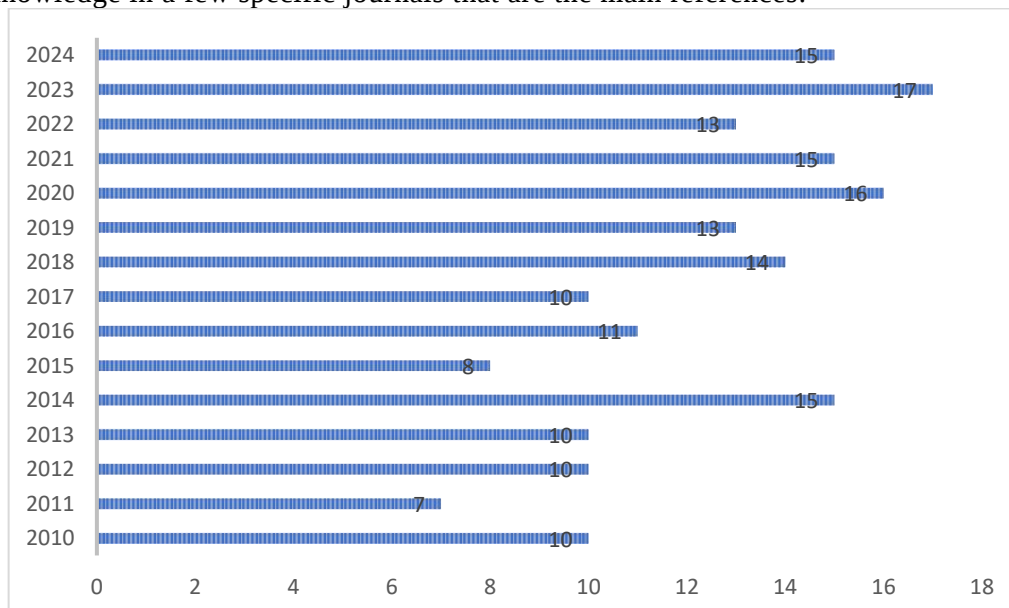


Figure 2: Graphic Representation Of Publications From 2010 To 2024

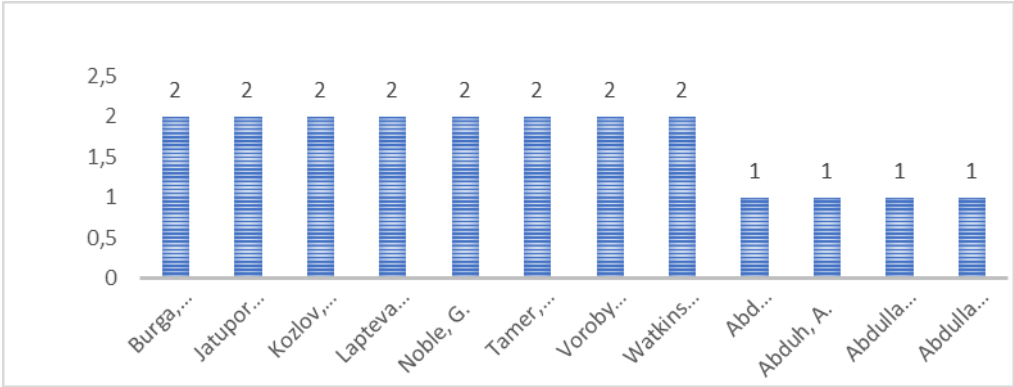


Figure 3: The Most Relevant Authors In The Literature

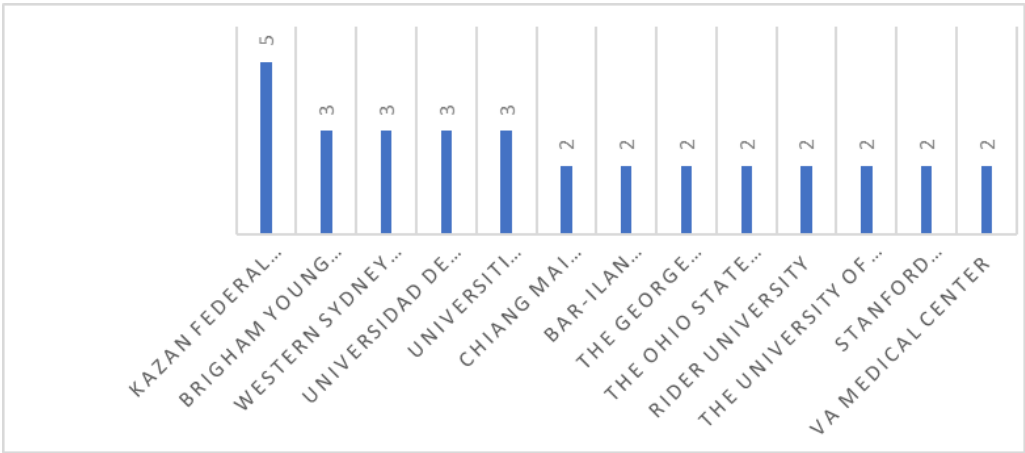


Figure 4: Authors Of Universities Involved in Multicultural Education

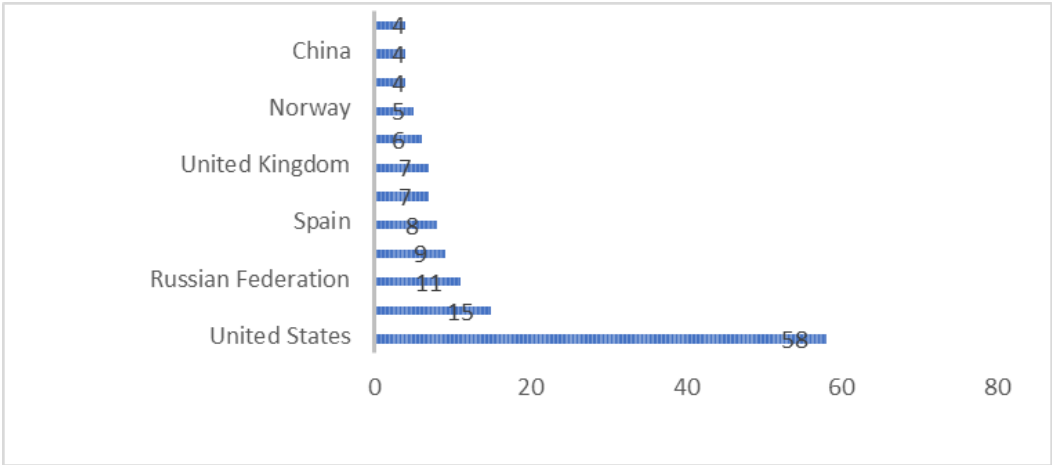


Figure 5: Publications Contributed By Multiple Countries

Table 2: Based On Bradford's Law, It Applies To 10 Journals That Fall Into The Middle Zone

Author	h_index	g_index	m_index	TC	For example	PY_start
BURGA MA	2	2	0,667	15	2	2022
NGAI PB-Y	2	2	0,105	7	2	2006
ABD ELKADER N	1	1	0,111	6	1	2016
ABDUH A	1	1	0,2	4	1	2020
ABDULLAH A	1	1	0,5	3	1	2023
ABDULLAH F	1	1	1	2	1	2024
ABDULLAH U	1	1	0,2	5	1	2020
APRIL CR	1	1	0,167	7	1	2019
ACQUAH EO	1	1	0,1	33	1	2015
ACUFF JB	1	1	0,091	15	1	2014

Citation analysis

From the data table of Bradford's legal analysis, the majority of authors have low h-index and g-index (1-2), indicating that productivity and the impact of publications are still limited. The m-index varied, with the highest score on ABDULLAH F (1), reflecting the rapid pace of research contribution. The highest total citations (TC) was ACQUAH EO [30], but this was not in line with productivity (NP=1). Other authors generally only started publication after 2014, with minimal initial research contributions [31]. Then Table 2. Providing data that, the impact of the authors provides data that, the majority of authors have a low h-index and g-index (1-2), reflecting the limited impact of the study. The highest m-index was achieved by ABDULLAH F (1), showing rapid productivity even though it had just started in 2024. The highest citation was achieved by ACQUAH EO [32], but his contribution was only one publication (NP=1), indicating a significant research quality despite low productivity [33]. While Figure 9. Informing the production of articles by multiple authors from time to time. Authors such as Bekerman Z and Ngai PB-Y have long periods of contribution but with a limited number of articles. Burga MA and Lapteva SY stand out with more intensive production in a shorter period. The total citations per year vary, reflecting a different influence on each publication [34]. Table 3. It shows that the majority of documents (511) were written by one author, representing 98.1% of the total contribution, while documents with the collaboration of two authors were only 10 documents or 1.9%. This proportion reflects the dominance of individual work rather than collaboration, which has the potential to limit the multidisciplinary perspective and quality of research results. Table 4. Keyword analysis shows key themes in five clusters [35], [36]. Cluster 1 highlights "Multicultural Education" and "Higher Education," indicating a focus on multicultural education at a higher level. Cluster 2 highlights "Human" and "Learning," reflecting attention on the human aspect and the learning process. Other clusters such as "Cultural Diversity" (cluster 4) and "Ethnicity" (cluster 5) reinforce the focus on culture, anthropology, and methodology, reflecting research rooted in cultural diversity and education.

Table 3: Author Impact Based On H-Index, G-Index, And M-Index

Author	h_index	g_index	m_index	TC	For example	PY_start
BURGA MA	2	2	0,667	15	2	2022
NGAI PB-Y	2	2	0,105	7	2	2006
ABD ELKADER N	1	1	0,111	6	1	2016
ABDUH A	1	1	0,2	4	1	2020
ABDULLAH A	1	1	0,5	3	1	2023
ABDULLAH F	1	1	1	2	1	2024
ABDULLAH U	1	1	0,2	5	1	2020
APRIL CR	1	1	0,167	7	1	2019
ACQUAH EO	1	1	0,1	33	1	2015
ACUFF JB	1	1	0,091	15	1	2014

Bibliometrix Coupling

Bibliometric analysis of multicultural education trends in the Scopus database (2010–2024) shows a significant increase in the number of publications, especially after 2015, in line with the increasing issue of global diversity. Authors and institutions from different countries network through international collaborations, with developed countries such as the United States and the United Kingdom leading the contribution. Keywords such as "diversity," "cultural inclusion," and "equity" appear frequently, reflecting a focus on cultural integration in Education [37]. This network indicates the relevance of the issue of multiculturalism to the dynamics of global education. Figure 6. Explaining that bibliometric visualization maps are related to various research themes in the field of multicultural education, based on VOSviewer analysis [38]. Large nodes such as "multicultural education" and "education" indicate that these topics are at the centre of attention with high connectivity to other subtopics such as "culture," "psychology," and "students." Different colors represent interconnected research clusters, for example, the green cluster focuses on human aspects, professional competence, and attitudes towards health, while the red cluster depicts topics related to gender, methodology, and cultural factors. This map indicates that multicultural education is multidisciplinary, covering social, cultural, and health aspects, thus opening up cross-sectoral research opportunities [39]. While Figure 7. It shows that "multicultural education" and "education" are the main focus of research trends related to multicultural education. Terms such as "cultural diversity," "psychology," and "human" act as bridges of connection between topics [40]. Areas such as "teacher training," "social justice," and "cultural anthropology" also show significant relevance. The color of the network reflects temporal developments, where these trends have been further developed in the last two decades, indicating increased attention to cultural diversity in global education [41].

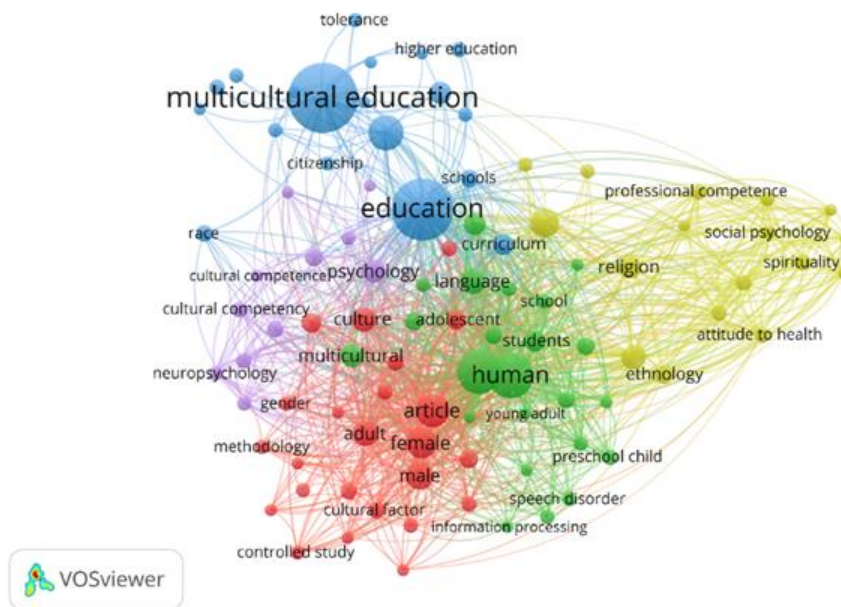


Figure 6: Bibliometric Coupling with Fractional System Instead of Complete Counting

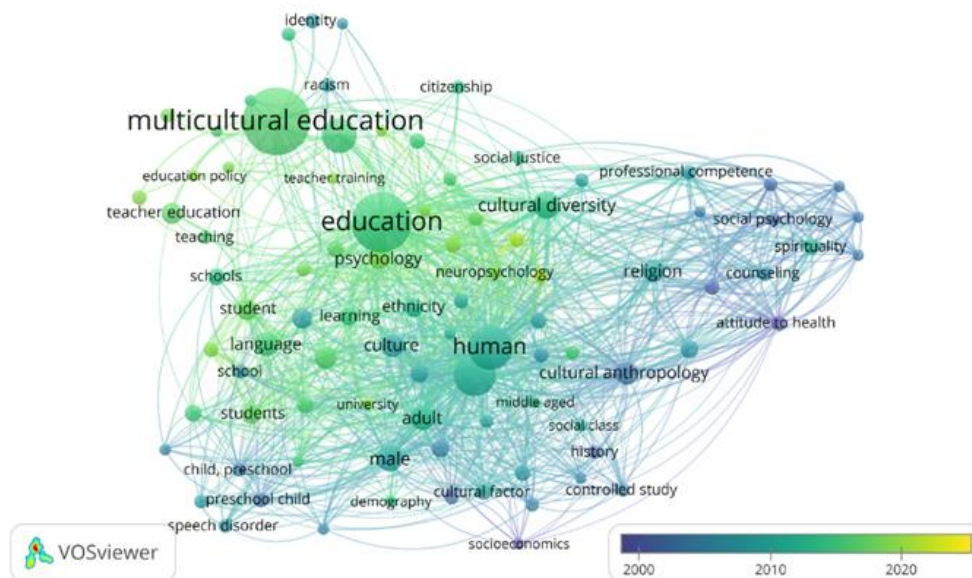


Figure 7: Citation Analysis Along with Source Analysis Units of Published Documents

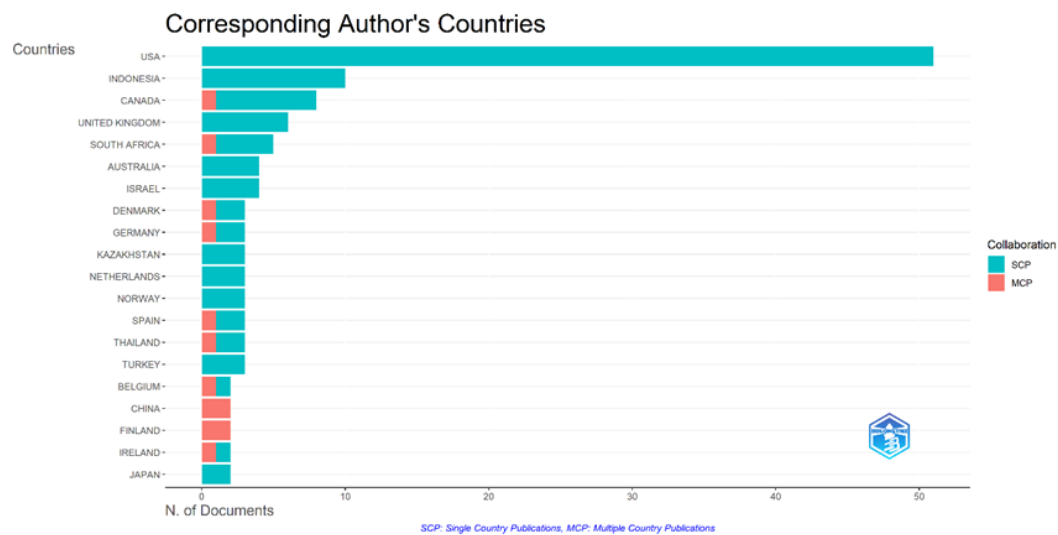


Figure 8: Keywords and Frequency of Occurrence

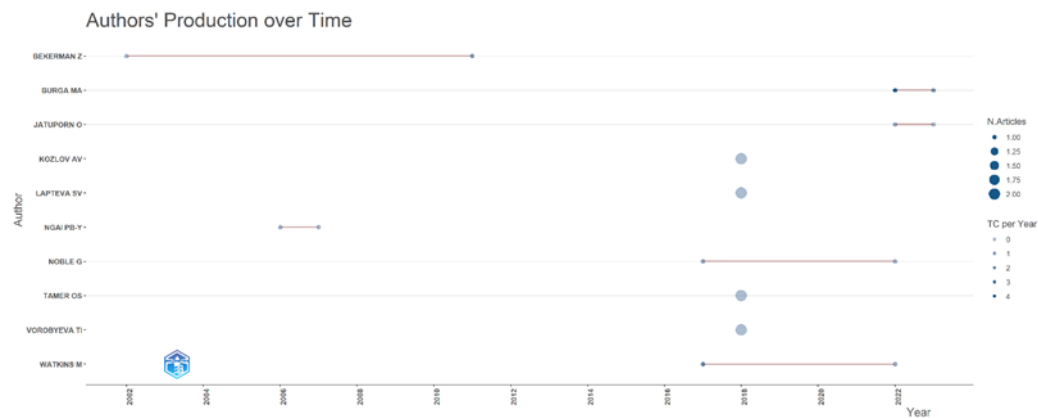


Figure 9: Keywords and Frequency of Occurrence

Table 4. Number of Authors and Their Proportions

Documents written	N. of Authors	Proportion of Authors
1	511	0,981
2	10	0,019

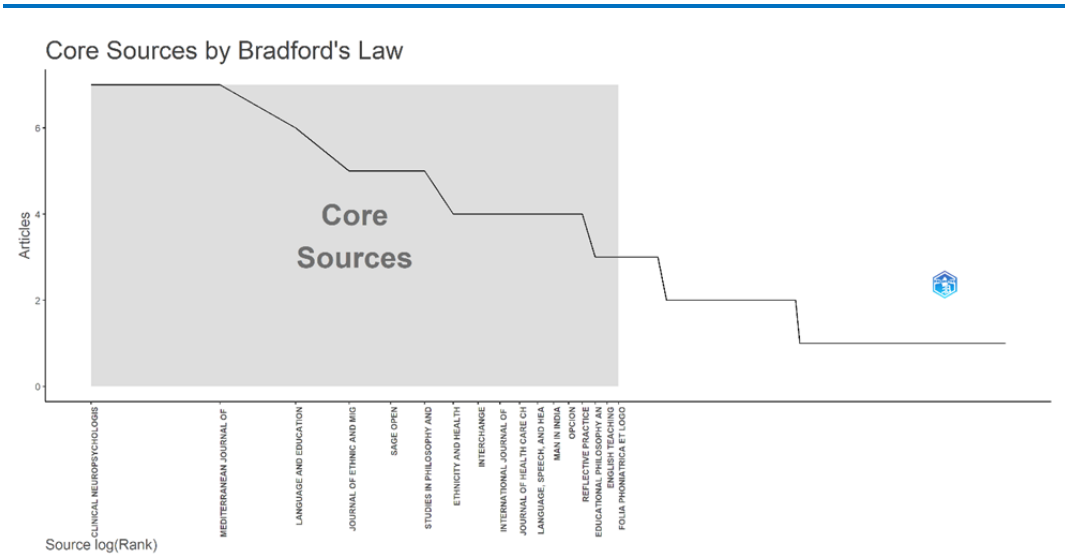


Figure 10: Keywords and Frequency of Occurrence

Table 5. Keyword Occurrences and Multicultural Education Cluster

Keyword	Occurrences	cluster
1. Multicultural edikation	117	1
2. Education	92	
3. Multicultural	31	
4. Teacher Education	12	
5. Higher Education	6	
1. Human	50	2
2. Humans	47	
3. Language	16	
4. Student	11	
5. Learning	9	
1. Psychology	13	3
2. human experiment	7	
3. Cultural Competence	6	
4. Neuropsychology	5	
5. Neuropsychology test	5	
1. Cultural diversity	20	4
2. Cultural anthropology	14	
3. Religion	13	
4. Spirituality	7	
5. Communication	5	
1. Ethnicity	10	5
2. Cultural factor	7	
3. Methodology	5	
4. Culture	14	
5. Social class	4	

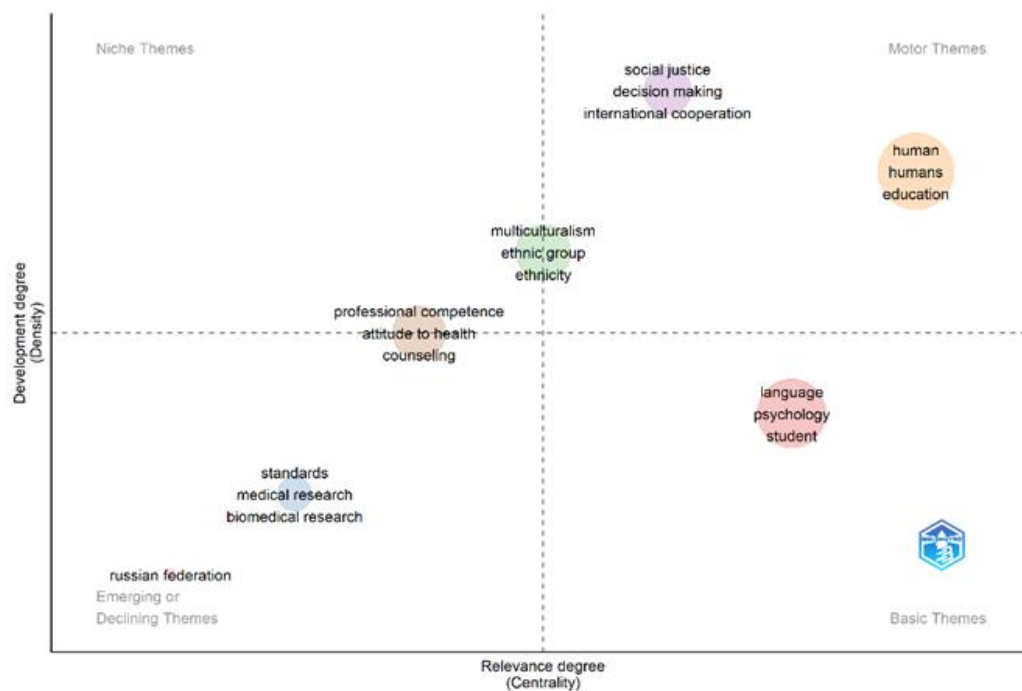


Figure 11: Graphic Level of Trending Issues

CONCLUSION

A bibliometric analysis of multicultural education trends in the Scopus database (2010-2024) revealed a significant increase in the number of publications and the scope of themes. Based on keyword analysis, themes such as "Multicultural Education," "Education," and "Higher Education" form the core of the research, reflecting a focus on cultural literacy and global educational competence. The co-occurrence diagram shows the close relationship between the themes of "Human," "Cultural Diversity," and "Professional Competence," highlighting the relevance of multicultural education issues to diversity and professional development. Through Bradford's legal method, core journals such as *Clinical Neuropsychologists* and the *Mediterranean Journal of Language and Education* dominate publications on this topic, with the distribution of research mostly coming from the United States. The large proportion of single authors (98.1%) compared to collaboration shows the limitations of a multidisciplinary perspective, although the opportunity for international collaboration is seen in contributions from countries such as the UK and Canada [42]. Thematic mapping divides the research into four quadrants, where themes such as "Human, Humans, Education" grow rapidly as the motor themes, while "Language, Psychology, Student" is the basis of the research [43]. Specific themes such as "Social Justice" in niche themes reflect a deep focus on social justice issues in the context of education. Some themes such as "Biomedical Research" are emerging themes, indicating opportunities for further exploration [44]. Overall, multicultural education shows a significant growth trend with a focus on cultural diversity, cross-cultural competence, and the development of global education policies. However, cross-country and interdisciplinary collaboration needs to be enhanced to enrich the perspective and impact of research [45].

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Author Contribution

The authors contributed equally to this paper, some are the chairman, member, financier, article translator, and final editor. The authors read and approved the final paper.

Conflicts of Interest

The authors declare no conflict of interest.

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